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ABSTRACT

The career/vocational education section of the Oregon Department of Education developed a project to cope with exploratory work experience problems. Three school district models were selected: an urban/semiurban model, a semiurban/rural model, and a rural model. Problems and solutions were presented in three handbooks, and the urban model also produced the "Nonpaid Exploratory Work Experience Handbook for Teachers." The project provided nonpaid work experiences in varying lengths for students in grades 7-12. Project accomplishments included (1) six junior high school staff and six high school teachers wrote curriculum, developed activities, and taught career education concepts, (2) a planned articulated effort was made in career awareness and exploration between a high school and a seventh and eighth grade, (3) an assessment of community interest and willingness to be involved was made, (4) an exploratory work experience in the family life role area was developed and implemented, and (5) three occupational cluster programs in high school were developed. Appendixes contain an exploratory work experience model, a miniresume form, a record in career education form, a junior high exploration packet, and a high school exploratory work experience packet. (CSS)

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IMPLEMENTATION GUIDE FOR
EXPLORATORY WORK EXPERIENCE PROGRAM
FOR SMALL URBAN SCHOOLS
GRADES 7-12

Prepared for:

Oregon Department of Education
Instructional Services Division
Career and Vocational Education
1977-78

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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INTRODUCTION

Work experience in the community has been a component of vocational offerings in the high school program for many years. Additionally, many schools have allowed students to work part time during school hours as part of their school program. Most involve placement in specific jobs for varying durations, for which most students receive wages. As such, insurance and other legal issues become the responsibility of the employers inasmuch as the students are legally employees.

The more recently conceived exploratory work experience creates new problems. Because it involves a number of short experiences in many different settings, all without pay, problems of transportation, insurance, class scheduling and many others must be overcome to provide these experiences. Additionally, the large numbers of students needing such experiences place a heavy burden upon the local business, industry and governmental community. These concerns are compounded in the rural school setting since there seldom exists adequate stations for student exploration thus necessitating increased travel and supervision time.

In order to assist schools in meeting these concerns the career/vocational education section of the Oregon Department of Education invited local districts from three different settings to submit proposals for coping with exploratory work experience problems. Accordingly, Parkrose School District was selected to develop an urban/semiurban model, Lincoln county schools developed the semiurban/rural model and Scio developed the rural model.

Inasmuch as the three districts worked together throughout the project duration it was determined to present the common problems and solutions in the Parkrose Handbook and cover special considerations for smaller schools in the two individual handbooks.

Accordingly, considerations such as legal requirements, site selection, transportation, evaluation and the many necessary letters, forms and other paper considerations are explained in the Parkrose version with special considerations for the semiurban/rural model treated in this Handbook.

The Parkrose project also produced an operation manual for those who are charged with the responsibility of operating an exploratory work experience program. It is titled Nonpaid Exploratory Work Experience Handbook for Teachers. Both it and the Implementation Handbook are available through the Oregon State Department of Education in Salem, Oregon.

BACKGROUND

Through the project that produced this Handbook, onsite, nonpaid work experience was provided in varying lengths for students from a variety of classes in grades 7-12. Appendix A, page 6, includes general information used in promoting and operating the overall program.

The seventh grade cruise program involved five teachers and all seventh grade students (about 120). Students spent the first semester rotating between the five teachers learning about the five life roles and their effect on occupational choice. Each teacher taught one life role. The second semester the students chose two subject areas in which they could study occupations. The areas of choice were communications, art, industrial arts, science and home economics. During the second semester, the students were given the opportunity of exploratory experience.

Forty-three seventh graders were involved in an individual exploratory experience. Both second semester groups in home economics were involved in a half-day experience at a guest resort dining room and coffee shop. The art cruise visited galleries and interviewed local artists and people who made their living in crafts. Included in communications was the opportunity to go to the radio station on a field trip and Industrial Arts, Incorporated planned and produced a product on assembly line. They then marketed the product for a profit and declared a dividend.

All eighth grade students took a three-day field trip in which they received an orientation from a community college, visited a manufacturing site and explored recreational and life-style variations as compared to their home environment. Appendix A, page 6, contains the junior high materials essential to running the program.

All ninth grade students explored the following occupations through the cruise program: food service and textiles, business and office occupations, health occupations, construction occupations, service occupations and those occupations related to art. All one hundred freshmen also received 17 days instruction in decision-making and 17 days in job seeking. They took the General Aptitude Test Battery and had 12 days of activities in Image Building. Six instructors were involved in this.

All sophomore students participated in a family life role observation through Health. The observation was for one week. Through Citizenship students were involved in a community awareness project in which students spent one full day with a city employee. This involved one teacher and 60 students.

Eleventh and twelfth grade students were involved in a variety of experiences. Approximately 80 seniors were involved in the Family Living Experience. Eight juniors explored teaching as an occupation for nine week periods of time involving three or four different classrooms. Seven juniors from office occupations explored the occupation of file clerk. Four students explored 12 occupations in health occupations as well as had a one-day experience in a large metropolitan hospital. Two biology students were involved in exploratory experiences, one with a veterinarian and one with the fish hatchery. Finally, a junior special education student was involved in an exploratory experience at the police station.

Altogether, this program involved directly; eight staff persons in the junior high and ten from the high school. Between 450 and 500 students were involved in work experience or preparation for work experience and 400 students were directly involved in some form of work experience.

PROJECT ACCOMPLISHMENTS

1. One of the most positive results of this project is that it has involved six junior high school staff and six high school teachers in writing curriculum, developing activities and teaching career education concepts as part of their regular classroom schedule. Teachers in this group include science, English, home economics, math, industrial arts, art and vocational teachers. It has been an excellent way to involve and inservice staff in career education and work experience concepts.
2. A planned, articulated effort in career awareness and exploration between a high school, with a partially developed program, and a seventh and eighth grade with no planned career program resulted from this effort in developing a planned exploratory work experience program. This is by no means complete. However, channels of communication are open and commitment on the part of staff is evident. This is a continued effort.
3. An assessment of community was made and interest and willingness to be involved was identified. After the initial survey was taken, several procedures have been developed for identifying and supervising exploratory work experience.
4. An exploratory work experience in the family life role area has been developed, successfully implemented and integrated into the curriculum of this school. All communications and supervision of the program is being completed by the classroom teacher, a social studies teacher.
5. Three occupational cluster programs in the high school have developed from two-week to semester exploratory experiences for students in their cluster programs. Health occupations explores occupations in the hospital as well as making one trip into a large metropolitan area where students have an opportunity to explore two occupations in the big setting. Business education developed sites to explore the occupation of the file clerk. Evaluations and training plans were developed for this experience. Service occupations has developed an exploratory experience in three agencies. The schools as aides, the police department as dispatchers and ride-a-long and the fire department as trainees.

PROBLEMS ENCOUNTERED

1. Due to time constraints for submitting our proposal for approval, we did not involve total staff in making a decision to be involved in an exploratory work experience. Therefore, our major thrust of making exploratory work experience available to any student through any class met with resistance when presented to staff in total and after the fact.

Our concept was that a student could miss one day to three days for exploration or one to two periods for two weeks. In each case, many teachers felt that this time could not be missed, by students, and were not willing to go to the extra work to allow for make-up.

We did experience success in working with individual teachers on a specific idea that involved all of the class exploring outside of school time, i.e., Family Living, Exploring the Family Life Role. In these instances we contacted individual teachers with concepts involving exploration that supported their curriculum and offered assistance and release time for planning.

2. By surveying the community to determine their willingness to work with students, businesses expected to have a student during the school year. Several expressed disappointment when they were not contacted. We did, at the end of the year, send a letter to each explaining the reason that they did not have a student and that they would remain on our list as being interested for the following year. This seemed adequate.
3. Finally, the mechanics of placing a large number of students out into the community from a variety of classrooms requires a great deal of coordination. It is essential that students be insured; and that they be punctual and accountable to employers and teachers. We used an aide for this reason and the following are problems this person ran into during the project:
 - a. The problem of communication between cruise teachers and employers as to precise tasks to be accomplished by student. In some cases there were no specifics outlined; therefore, students came back with a very low initiative rating, ambition rating and interest in work rating.
 - b. Communication from teacher to student in the area of what was expected on the job. One teacher handled that quite well; however, there should have been a more in-depth instruction for students before going out in their work experience.
 - c. Paperwork is frustrating! SAIF forms were sometimes not sent in far enough ahead; teachers not understanding why kids couldn't just go to job sites whenever. One girl traded places with another and nobody knew about it until it was over. SAIF forms must now be in to the SAIF offices before a student goes out to their job site.
 - d. Some evaluation forms did not reach employers via students. The student was instructed to take his evaluation form to the employer and to return it to the cruise teacher. Seventh graders have a hard time remembering such things as where the bus will be, remembering to take the evaluation form with them, and to bring it back.
 - e. Comments from employers: Instruct students not to bring books with them. (One student when through with one task, instead of asking for more to do, or seeing more to do and doing it, sat down and read a book she brought). Employers would like to know ahead of time who is coming and on what days.

Recommendations

We recommend that for the continuity and success of the program there would be a person, other than the cruise teachers and career coordinator, in the junior high building for a specific length of time each day. This person should coordinate all exploratory work experiences for the junior high as well as the high school.

That an individualized instruction unit be developed to be completed and used with each student before going on an exploratory work experience.

That a training agreement be developed and used to assure that parents, employers and students understand their roll in the program.

APPENDIX A

BROCHURES FOR RECRUITING, RECOGNIZING AND
RECORDING STUDENTS AND COOPERATING COMMUNITY
BUSINESS, LABOR AND GOVERNMENTAL ASSISTANCE



Finding the job you want and learning the correct way to get it is important.

HOW THIS MODEL FITS INTO THE TOTAL CAREER PROGRAM FOR STUDENTS:

As part of the career decision making process, the exploratory work experience program will play a key role.

at the awareness level

As students become aware of jobs around them, and how their interests, values, and abilities relate to jobs, a short exploratory experience will be of value in helping students relate to the world around them.

at the exploratory level

As students begin to make tentative decisions in broad career areas, a longer community based experience will allow them to try those abilities and interests and explore a variety of occupational areas more completely.

at the preparation level

As students advance in the knowledge and confidence in their abilities, interests, and values, additional opportunities for extended exploratory experiences are provided to assist them in their decision making as well as developing occupational skills and proper work habits.

EXPLORATORY WORK EXPERIENCE MODEL

CLASSROOM

7th Grade Students will be involved in a rotating cruise of home economics, shop, art, communications, and science.

Emphasis on the life roles and the manner in which one's job affects each (family, economic, aesthetic, citizen, and leisure time).

8th Grade Distinguish different types of activities involved in jobs (people, data, thing related).

Field trip to another geographic local to explore an urban region and an industrial zone.

Investigate jobs related to particular subjects.

9th Grade Occupational cruise program in the following areas; health, stenographic, clerical, service occupations, art related, shop related, bookkeeping-accounting, and home economics. Study the effect of work on the family life roles.

COMMUNITY

Many short experiences in a variety of jobs.

Many experiences for a longer period of time. Develop knowledge of the tasks required for jobs.

Relate class subject matter to various job skills.

Work experience available to all students.

Family life role work experience (in the home).



Now when I fish

10th Grade Available through any classroom.

11th Grade Existing occupational cluster areas available to all students (service occupations, secretarial occupations, electronics and mechanics).

12th Grade Continuation of cluster program with the addition of Health Cluster.

Family life role considerations as to their effects on occupational choice.

Related subject area work experience available in nine week units.

Extended exploratory work experience available in occupational relating to cluster. Planned/supervised exploratory work experience available to all students.

Extended exploratory work experience available in occupational relating to cluster. Planned/supervised exploratory work experience available to all students.

Extended family life role work experience (in the home).



A job WELL DONE is beautiful



Employers provide a vast source
of knowledge and experience.

INTENDED STUDENT OUTCOMES

1. To develop an awareness of a large variety of jobs available.
2. To identify individual interests and abilities in performing a variety of occupations.
3. To develop acceptable work habits
i.e. dependability, promptness, initiative.
4. To discover the effect of occupations on our life roles as producer, consumer, family member, citizen, and user of leisure time.
5. To understand the requirements necessary to obtain employment in a variety of occupational areas.
6. To identify an occupational area in which the student may prefer to work.

STUDENT REQUIREMENTS:

1. Interest in the occupation being explored.
2. Approval by the supervisor at the work station.
3. Agree to meet demands and requirements of the program i.e. attendance.
4. Meet screening requirements before going out on the job site.

EMPLOYER EXPECTATIONS:

1. Cooperation in planning student tasks and schedule.
2. Answer student questions.
3. Evaluate student on performance and attitude.
4. Provide training for the student.



"Tell me, what can I do
to help you with your job?"

JOIN US

IF YOU HAVE ANY QUESTIONS OR WOULD LIKE TO BE INVOLVED, PLEASE FEEL FREE TO CALL THE CAREER COORDINATOR AT EITHER SCHOOL...OR FILL OUT THE FOLLOWING FORM AND MAIL TO THE SCHOOL.

NAME:.....BUSINESS.....

ADDRESS.....PHONE.....

THANK YOU

Taft High School
Taft Junior High

A MODEL EXPLORATORY WORK EXPERIENCE PROGRAM

HEALTH
SERVICE OCCUPATIONS
AGRICULTURE
FOREST PRODUCTS
MECHANICS
METALS
ELECTRONICS
FOOD SERVICE
MARKETING
BOOKKEEPING
STENO-SECRETARIAL
CLERICAL
GRAPHIC ARTS
VOCATIONAL HOME ECONOMICS
CONSTRUCTION

Duane Ticknor
Taft High School
4040 Highschool Dr.
Lincoln City, Or.
996-2115

Sandy Lampard
Taft Junior High
1545 S.E. 50th
Lincoln City, Or.
996-2136

STUDENT INFORMATION BROCHURE

Some methods are needed to inform students of the availability of the exploratory work experience programs. The following brochure is also used to solicit community work sites.

PUBLIC RELATIONS

Cooperating community businesses greatly appreciate recognition for their efforts in supporting school programs. The following Certificate of Appreciation is given to each business or industry for display in a window, the office or some other conspicuous place.

Certificate of Appreciation
Work Experience Education Program

is hereby recognized by the Work Experience Program of

Taft Junior High School

for having contributed guidance, inspiration and support to the program.
We appreciate your faith, your encouragement, and efforts in this
educational program on behalf of the youth of this community.

School Official _____

Coordinator _____

Date

Some method of recording the career education experiences of all students is necessary. The following folder was designed and used to record the high school experiences of every student. The required career competencies for graduation are also included.

One section of the folder deals specifically with work experiences, both supervised and unsupervised.

The folder becomes the property of the student upon leaving school and can serve as the basis of writing a resume or can be used directly with a potential employer.

RECORD IN CAREER EDUCATION

Name Last First Middle

Year entering Age then Date of birth Address

Telephone No. Social Security No. Work Permit (date obtained)

Parent or guardian (if applicable)

Occupation of Parent(s) or guardian(s) mother father

NOTE: This is a basic permanent record card for both inservice and out-of-school students taking career education. Supplementary record sheets may be developed and added to this folder to meet the need of a particular type of vocational program.

OCCUPATIONAL OBJECTIVE

Occupational Objective (Name)	Date Selected

RECORD OF PERSONAL AND OCCUPATIONAL INVENTORIES

Name of Inventory	Date

SIGNIFICANT PHYSICAL CHARACTERISTICS
which may influence career choice(s)

**SPECIFIC CAREER COURSES, SUBJECTS, OR
BLOCKS OF TRAINING**

Courses or Blocks of Training	Date Completed	Eval.

HOBBIES - CLUBS - OUT-OF-SCHOOL ACTIVITIES

RECORD OF WORK EXPERIENCE (Supervised and unsupervised)

Kind of Work	Beginning Date	Ending Date	Firm or Individual	Earnings per hour	Address of Business	Supervising Teacher	Student Comments

TENTATIVE HIGH SCHOOL CURRICULUM (Use Pencil)

FRESHMAN COURSES

SOPHOMORE COURSES

JUNIOR COURSES

SENIOR COURSES

LIST JOBS WHICH YOU'VE DONE (Non-supervised)

Job	Firm or Individual	Address	Length of Time	Nature of Work

Computer
Code
LCSO Code

CAC #

REQUIRED CAREER COMPETENCIES (Check and initial each age competency as completed)

6 9 12 15 18

351	11160100	1.1 Performance vs. attitudes, ability and experience							
352	0200	1.2 Factors contributing to continuing employment							
353	0300	1.3 Identification of attitudes toward work							
354	0400	1.4 Positive concept of self-worth							
355	0500	1.5 Personal attitudes and values related to career possibilities							
356	0600	1.6 Demonstrated punctuality							
357	0700	1.7 Grooming and dress							
358	0800	1.8 Behavioral skills in relationship with others							
359	11170100	2.1 Parent occupations							
360	0200	2.2 Understand one community business							
361	0300	2.3 Name skills and tools for five occupations							
362	0400	2.4 Describe clothes, tools, and work of job							
363	0500	2.5 Name five workers, products, services and describe							
364	11180100	3.1 Basic skills of computation and communication							
365	0200	3.2 How internal and external conditions affect job							
366	0300	3.3 Occupational similarities and differences of people of World							
367	0400	3.4 Needs of producer and consumer							
368	0500	3.5 Affect of consumerism and production on quality							
369	0600	3.6 Definitions of responsibility							
370	1600	3.6a Identify economic role							
371	2600	3.6b Identify family member role							
372	1600	3.6c Identify leisure time role							
373	4600	3.6d Completion of a specific project							
374	11185600	3.6e Preservation of life sustaining environment							
375	11180700	3.7 Well-informed discriminating consumer							
376	0800	3.8 Career choice and family life							
377	0900	3.9 Use of equipment, tools within cluster area							
378	11190100	4.1 Identification of all career clusters							
379	0200	4.2 Job application procedures							
380	0300	4.3 Accepting responsibility for decisions							
381	0400	4.4 Setting goals and making decisions							
382	0500	4.5 Obtaining and maintaining a job							
383	0600	4.6 Identify cluster best fitted to abilities							
384	0700	4.7 Career profile of choice							
385	0800	4.8 Requirements for placement in career of interest							
386	11200100	5.1 Knowledge, skill and attitude necessary to take step after H.S.							
387	0200	5.2 Entry level skills in career area of choice							
388	0400	6.2 Performance on job							
389	0500	6.3 Accept responsibility for punctuality and attendance							

DATE

NAME OF ACTIVITY

GRADE LEVEL

DATE

NAME OF ACTIVITY

GRADE LEVEL

REQUIRED CAREER ACTIVITIES

APPENDIX B

JUNIOR HIGH EXPLORATION PACKET

January 19, 1979

TO: Parents of Junior High Students

RE: Exploratory Work Experience Program

As part of our training and experience in Cruise Class, I have arranged for interested students to participate in an Exploratory Work Experience. _____ has indicated an interest in this program and we need your approval.

Students will be spending approximately _____ at their work site. During this period evaluation will be based on responsibility, attitudes and work habits.

It is my goal that students develop an awareness of their like and/or dislike for work in these areas as well as to provide an opportunity for students to experience a "real" working environment.

Please approve the enclosed permission slip and return to the school to my attention. We are enclosing a brochure describing our Exploratory Work Experience Program at Taft High School and Taft Junior High School. If you have any questions, please call me at 996-2136.

Instructor
Cruise Class
Exploratory Work Experience

dc
Enclosures

TAFT JUNIOR HIGH SCHOOL
NOTIFICATION OF ABSENCE
EXPLORATORY WORK EXPERIENCE PROGRAM

STUDENT _____ DATE _____

The above student will be involved in an Exploratory Work Experience the following days:

Month	Days	Year

Period	Teacher	Initial	Remarks
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Directions: Return this completed form to your Career Education Instructor.

TAFT JUNIOR HIGH SCHOOL
EXPLORATORY WORK EXPERIENCE CONTRACT

I. The following is a four-way agreement between:

A. Lincoln County School District

B. Student: _____
Name and Grade

C. Parent/Guardian: _____
Name and Address

D. Work Site: _____
Business Name and Address

II. Lincoln County School District will provide:

A. Students in nonpaid capacity to explore occupations at:

Business	Time	Date
----------	------	------

B. Insurance coverage against student injury or illness incurred while on work site.

C. Any required work permits.

D. A school representative to act as contact.

III. The student will:

A. Accept the work assignment determined by the business involved.

B. Be on time, grooming as requested by the business involved, and have a cooperative attitude.

IV. The parent or guardian will:

A. Allow the student to participate in this work experience.

B. Hold the business involved blameless for injury or illness incurred.

V. The place of business will provide:

A. A job exploration assignment for the student.

B. A safe place for the job exploration.

C. Normal supervision of the student.

D. Work experience evaluation of student.

VI. Signatures:

A. School Representative _____ Date

B. Student _____ Date

C. Parent/Guardian _____ Date

D. Business _____ Date

TAFT JUNIOR HIGH SCHOOL
EXPLORATORY WORK EXPERIENCE PERMIT

_____ has my permission to participate in a
_____ day exploratory/observational work experience at

_____ on the following date: _____

from _____ to _____
time time

_____ Parental Permission

_____ Date

School transportation will be provided in cases where students need transportation. Students may walk to job sites that are located within short walking distances to the school; however, parental approval must be given for students that walk.

I hereby give permission for my son or daughter to walk to the job site:

_____ Parent/Guardian signature

PLEASE COMPLETE THIS PERMIT AND RETURN AT LEAST FIVE SCHOOL DAYS PRIOR TO THE DATE OF THE EXPLORATORY WORK EXPERIENCE. This time is needed for your student to complete arrangements with other teachers prior to leaving.

TAFT JUNIOR HIGH SCHOOL
EXPLORATORY WORK EXPERIENCE
WORKER INTERVIEW QUESTIONS

I. Job title: _____

A. What do you do on this job? _____

II. Future employment prospects:

A. What demand is there for this job? _____

B. What training do you need for this job? _____

III. What qualifications must you have for this job:

A. Age _____

B. Skills required _____

C. Other physical requirements _____

IV. What are your feelings about this job:

A. What do you like about it? _____

B. What do you dislike about it? _____

V. How is the work environment:

A. Is it clean? Noisy? _____

B. Do you work alone or with others? _____

C. Is your job dangerous? _____

WORK EXPERIENCE EDUCATION PROGRAM

Trainee's Name _____ Coordinator _____

Supervisor _____ Date _____

Company _____ From _____ to _____

Supervisor

Your constructive criticism enables us to provide better instructional training. Please evaluate the following traits of the above-named trainee using the following scale: (0) needs improvement, (1) average, (2) good, or (3) excellent. Note: "circle" rating for third week evaluation, "X" for ninth week evaluation.

<u>Personal Traits</u>					<u>Skills to be Performed</u>					(To be completed by supervisor)				
Grooming	0	1	2	3	_____	0	1	2	3					
Suitability of dress	0	1	2	3	_____	0	1	2	3					
Personal hygiene	0	1	2	3	_____	0	1	2	3					
deportment	0	1	2	3	_____	0	1	2	3					
Speech	0	1	2	3	_____	0	1	2	3					
Interest in work	0	1	2	3	_____	0	1	2	3					
Cooperation	0	1	2	3	_____	0	1	2	3					
Initiative	0	1	2	3	_____	0	1	2	3					
Adaptability	0	1	2	3	_____	0	1	2	3					
Ambition	0	1	2	3	_____	0	1	2	3					
Tact	0	1	2	3	_____	0	1	2	3					
<u>Ability to</u>					<u>Business Techniques</u>									
Understand instructions	0	1	2	3	Meeting people	0	1	2	3					
Follow directions	0	1	2	3	Use of telephone	0	1	2	3					
Attend to details	0	1	2	3	Use of sources of information	0	1	2	3					
Keep on the job	0	1	2	3	Use of supplies	0	1	2	3					
Take criticism	0	1	2	3	Office house-keeping	0	1	2	3					

Supervisor's Signature _____

Coordinator

Student meets the basic, common work-experience competencies:

1. Dependability--Demonstrates dependability by meeting timelines, attendance, or obligations consistently. 0 1 2 3
2. Personal relationships--Demonstrates interpersonal skills (listening, respecting rights of others, etc.) necessary to work experience activity. 0 1 2 3
3. Quality of work--Student demonstrates a good product. 0 1 2 3
4. Initiative--The student will demonstrate doing more than the minimum, consistently. 0 1 2 3
5. Safety--Student will demonstrate safe practices relative to his work experience. 0 1 2 3

Coordinator's Signature _____

1 copy to student
1 copy to coordinator
1 copy to supervisor

APPENDIX C

HIGH SCHOOL EXPLORATORY WORK EXPERIENCE PACKET

January 19, 1979

Dear Parents:

The Taft High School Social Studies Department is presently offering an elective course for senior students entitled Family Living. One unit of credit in Social Studies will be awarded upon satisfactory completion of the course.

It must be emphasized that Family Living is an elective course and students enroll on a voluntary basis. In addition, because of the nature of the course content, which could at times prove to be controversial, it seems necessary to ask that parents consider whether their son or daughter should enroll in the Family Living Course.

Finally, the parents and students will be asked to cooperate on an Exploratory Work Experience program for one week.

A brief course outline is enclosed and parents are encouraged to call Mr. Dummer at Taft High School if any additional information is desired. If you approve of your child's participation in the course, please indicate this on a brief note with your signature. This will be necessary to complete registration.

Sincerely,

Dennis Dummer
Instructor
Family Living Course

DD:dc

FAMILY LIVING HOME EXPERIENCE

Senior Family Living Students One Week Requirement

Family Living students will assume the roles and responsibilities of the parents for one week. This should include such activities as the following:

1. preparing meals
2. cleaning
3. budgeting
4. shopping
5. child care

They are to assume the role of a working parent, i.e., the school day would represent a normal work day. The boy or girl would prepare breakfast, etc., attend school, return from school and continue with responsibilities.

1. Supervised by parents.
2. Documentation by parents.
3. Evaluated by parents.
4. The student will demonstrate survival skills in managing and maintaining a home.
5. Fresh year is observation and exploratory; senior year is practical experience.
6. Students will be given the assignment, including supervision and evaluation forms.

HOME EXPERIENCE-UNIT OUTCOME

- A. Prepare a weekly operating budget based on allowable income
 - 1. Food--(allow for school lunches)
 - 2. Transportation
 - 3. Entertainment
 - 4. Miscellaneous
- B. Prepare a week's menu
 - 1. Continue normal eating habits
 - 2. Provide nutritious and balanced meals
 - 3. Keep within weekly operating budget
- C. Purchase a week's groceries
 - 1. Follow menu
 - 2. Plan purchases through ads in newspapers
 - 3. Include other family needs; i.e., toothpaste, soap, etc.
- D. Home maintenance
 - 1. Washing family clothing
 - 2. Maintain neat and clean home and yard
- E. Other responsibilities
 - 1. Provide necessary transportation for family members
 - 2. Provide child care if necessary
 - 3. Meet emergencies that arise

Dear

_____ has successfully completed _____
Exploratory Work Experience at _____.
We are enclosing a copy of the supervisor's evaluation for your information and
would like to congratulate you on _____ performance.

One evaluation is on the general work habits and attitudes that apply to most
work situations. The other evaluation deals with specific skills required in
doing the job being explored.

We would like to emphasize that the evaluation is completed by an adult employee
who is evaluating according to industry standards. The student in this program
is evaluated as if he/she were an adult employee.

Thank you again for your cooperation in this program.

Sincerely,

Duane G. Ticknor
Coordinator
Career Education Department

Harold C. Leslie
Instructor
Business Lab

DGT/HCL:dc

EXPLORATORY WORK EXPERIENCE

TAFT HIGH SCHOOL

TRAINING PLAN

FOR _____
Student

FIRM

EMPLOYER/INSTRUCTOR

STARTING PLAN

EXPLORATORY WORK EXPERIENCE

TAFT HIGH SCHOOL

TRAINING PLAN--For Employer

In establishing a good exploratory work experience for the student and the employer, a training plan with identified tasks needs to be established before work begins. The identified tasks needs to be easily identifiable, and an integral part of your business operation.

An example of an easily identifiable task that is essential to the operation is pumping gas at a service station.

The first five (5) tasks for the students' training will be established with you by the school teacher/coordinator. The second five (5) tasks should be negotiated by you with the student after the first tasks have been completed. The second five tasks should be flexible and revolve around the student's interests and abilities, and your ideas of a well-rounded exploratory work experience.

TRAINING PLAN--For Student

1. Your first five tasks have been established with your teacher/coordinator and your employer/instructor. They are listed on the following pages.
2. Ask your employer/instructor how to complete each of the tasks, and how well you should be able to perform each task. List what he or she says here. (Process)
3. When you think you can do each task as well as your employer/instructor says you should, have him or her check your work and if it is satisfactory, have the task initialed and dated.
4. After you have completed the first five tasks, set up an appointment with your employer/instructor, and negotiate the remaining tasks needed to complete your work experience. Keep in mind, during this time, what tasks you have observed that you think would fit your interests and abilities.
5. Complete the remaining tasks following the above established criteria.

Dear

As part of our training and experience in Business Lab, I have arranged for interested students to participate in an exploratory work experience. _____ has indicated an interest in this program and we need your approval.

Students will be spending two periods for two weeks assisting a secretary in two areas; filing and receptionist. During this period, evaluation will be based on these skill areas as well as work habits and attitudes.

It is my goal that students develop an awareness of their like and/or dislike for work in these areas as well as to provide an opportunity for students to apply skills learned in the classroom.

Please approve the enclosed permission slip and return it to my attention. We are enclosing a brochure describing our exploratory work experience program at Taft High and Junior High. If you have any questions, please call me at 996-2115.

Sincerely,

Harold Leslie
Instructor
Business Lab

HL:dc
Enclosures

EXPLORATORY WORK EXPERIENCE PERMIT

TAFT HIGH SCHOOL

_____ has my permission to participate in an
Student Name
exploratory work experience at _____
Name of Business
as part of _____
Name of Class

The experience will be between the hours of _____ to _____
and will begin _____ and end _____.

I understand that transportation will be provided unless other arrangements
are made with me.

Parent/Guardian

Date

TAFT HIGH SCHOOL
EXPLORATORY WORK EXPERIENCE PROGRAM
RULES AND REGULATIONS AGREEMENT

1. TRANSPORTATION:
I understand and agree to this requirement:

Your method of transportation will be pre-arranged by the school. Under no circumstances are you to go to your work site using a method other than prearranged. If a problem exists, see Mrs. Leshner or Mr. Ticknor.

2. ABSENCE/TARDIES:
I understand and agree to this requirement:

This experience is your job. Arrive on time!! If you are going to be late, call and tell your supervisor as well as your classroom teacher. If absence is necessary, call and give a reason before you are absent.

3. APPEARANCE:
I understand and agree to this requirement:

While working in the community, you are expected to dress according to their standards. A part of your evaluation will be based on dress and grooming.

4. EVALUATION:
I understand and agree to this requirement:

A copy of the evaluation form your supervisor will use is attached. Read it carefully. If you do not understand any terms, ask questions.

5. SCHOOL ATTENDANCE:
I understand and agree to this requirement:

If you are absent from school, do not go to your work experience. Do not cut class to go to the work experience early or stay late!! For extended experience, ask Mr. Ticknor and/or your classroom teacher.

6. WORK:
I understand and agree to this requirement:

During this experience you are considered an employee. You must do what your supervisor tells you and when she/he tells you. This is important for your safety and the success of this program. If you feel you are not being treated fairly, talk to your teacher; she/he will discuss this with your employer. DO NOT ARGUE with an employer about a work assignment.

TRAINING PLAN

TASK	PROCESS	Employer O. K.	
		Initial	Date
The trainee files alphabetically using proper procedure accurately. Work quantity. The trainee uses the telephone according to proper procedures: ● Uses proper greeting ● Good voice quality ● Appropriate volume ● Smiles over the phone The trainee takes messages over the telephone: ● Records information accurately --spelling --message ● Writes legibly ● Includes complete information The trainee follows oral directions. The trainee follows written directions. Proper dress and grooming: ● Clothing acceptable ● Hair ● Make-up			

GENERAL INFORMATION

JUNIOR CADET TEACHERS

CHOICE OF EXPERIENCES:

You will have a minimum of two different cadet teaching experiences this year. You may change at the quarter break and must change at the semester.

You may choose the experience. I would like to help you if you desire. I would suggest an experience with young children, and one with junior high students. I feel it wise to also be in a contained classroom and an open classroom. If you have a strong subject area interest, I encourage you to teach in another area as well as your interest area. If you would like more specific help, please ask Mr. Mehlhoff or myself. We will be glad to help.

ATTENDANCE:

You are required to be at the school that you are aiding daily. If you are going to be absent, you must call in prior to being absent. All absences must be made up with extra time or homework.

EVALUATION:

Grades are based on the following:

1. Self-evaluation
2. Teacher evaluation
3. Notebook (turned in weekly, on Friday)
4. Make-up work sheet

A cadet supervisor may have one-half say on the letter grade for service occupations. If they do not choose to give you a letter grade, I determine the letter grade on the above criteria. A separate grade will be given for the service occupations class by Mr. Mehlhoff.

HAVE A GOOD EXPERIENCE!!

DUANE TICKNOR

CADET TEACHERS OBSERVATION PROCEDURE

1. Report to the main office in each school and tell them you are a Cadet Teacher and what rooms you want to observe.
2. Go to the proper room (preferably one cadet at a time, but no more than two.)
 - a. When you are not interrupting, introduce yourself to a teacher or aide and tell them you are a cadet and want to observe.
 - b. Observe a classroom for the full time you are away from the high school. Don't try to make all observations in one day.
 - c. Get involved, help out if you can.
3. You are free to choose the classroom in which you will aide. Talk to the teacher if you would like to be their aide. They have to approve you!!
4. Have a teacher or aide sign the attached sheet to verify your observation.
5. Return this to Mrs. Leshar at the high school or myself.
6. Make adequate observations before selecting a classroom.

GOOD LUCK!!

CADET TEACHING
SERVICE OCCUPATIONS
TRAINEE TIME SHEET

TRAINEE'S NAME _____
QUARTER 2nd YEAR 1978-79

TAFT HIGH SCHOOL
996-2115 or 2324
D. Ticknor

TEACHER _____
CENTER _____

DATE	INITIALS	*MAKE-UP	DATE	INITIALS	*MAKE-UP	DATE	INITIALS	*MAKE-UP
11/13			12/11			1/8		
11/14			12/12			1/9		
11/15			12/13			1/10		
11/16			12/14			1/11		
11/17			12/15			1/12		
11/20			12/18			1/15	EVALUATION WEEK	
11/21			12/19			1/16		
11/22			12/20			1/17		
11/23	THANKSGIVING		12/21			1/18		
11/24	VACATION!!!		12/22			1/19	RECORDS DAY	
11/27			12/25	CHRISTMAS				
11/28			12/26					
11/29			12/27	VACATION!!!				
11/30			12/28					
11/31			12/29					
12/4			1/1/79					
12/5			1/2	BACK TO SCHOOL!!!				
12/6			1/3					
12/7			1/4					
12/8			1/5					

Make-up time space is to be completed by supervising teacher whenever make-up time is completed or when extra time is put in either at center or doing something on your own time.

CADET TEACHER'S OBSERVATION VERIFICATION

Please verify that this cadet teacher has observed your classroom for a full period and has discussed with you the possibility of cadet teaching.
Thank you.

Teacher/Aide Name

School

Date

Name of Cadet Teacher _____

SERVICE OCCUPATIONS CLUSTER PROGRAM

TAFT HIGH SCHOOL

CADET TEACHER PROGRAM

INTRODUCTION

The term "cadet teacher" applies only to those students who are enrolled in the Service Occupations Program, and have identified education as a tentative career goal. There will also be students other than cadet teachers serving as "teacher aides" in the north-end schools. Teacher aides do receive credit for their time, but are not graded, and generally have not identified education as a career area.

There are two levels of cadet teachers: Junior Cadets and Senior Cadets. Junior cadet teachers are required to teach in at least two different situations. The changed situation may be classroom, school, age level, etc. It is our intention that students see and work with students at different levels of development, work with a variety of teachers and classroom settings, and work with various subject matter areas. This in itself is a tremendous learning experience for cadets.

During the senior year, cadets are encouraged to select and stay with one teacher for a full year helping to open for school and close at the year's end. Students are free to change classes with approval from both the high school and the cadet's school supervisor.

Dear Cadet Supervisor:

Thank you for agreeing to supervise and work with a cadet teacher. I hope that this involvement will be of as much benefit to you and your students as it has been to the cadets in previous years.

I have attached a packet of information that will be important to you as a cadet supervisor. The attendance procedure requires some work, but I feel it is very important. Cadets will be getting one credit for each class period they are in your class (two credits for most of the cadets). The two credits are graded and do apply to their grade point average. If you are interested in assigning the letter grade, please advise the cadet supervisor.

Evaluations are the same as last year. I have advised each cadet that they should set three goals to work toward this quarter. Your help in setting realistic goals with the cadets is important. One-half of their evaluation is based on their progress toward their goals. The other one-half of their evaluation is based upon work habits.

I am open to your suggestions for improving this program for our students' benefit and for ease in administering.

Duane Ticknor
Career Education Coordinator
Taft High School

DT:dc
Attachments

ATTENDANCE PROCEDURES FOR CADET TEACHERS

Cadets and aides are to personally notify either the school or the supervising teacher whenever they are going to be absent. Please be certain that they have the correct telephone number you wish them to use.

If a cadet/aide is absent, an admit slip must be signed upon returning to class. If the cadet/aide does not have an admit slip, advise them to bring it the next day. No absence is excused without an admit slip.

Attendance is mandatory in order for the cadet to gain a full and rich experience in cadet teaching. A cadet who is absent must make up each hour of class missed, outside of the regular class period. If you, the supervising teacher, have some assignments for the cadet to complete in order to make up their absences, feel free to make such assignments; otherwise, I will issue make-up work.

All make-up work must be completed one week prior to the end of the quarter in order for the cadet to receive a passing grade for the quarter. Absences which occur during the final week of the quarter and which cannot be made up before evaluations are due, will result in the cadet receiving an incomplete for the quarter (except for 4th quarter). Incompletes must be made up within the first two weeks of the following quarter. There are always some exceptions to the attendance procedures for make-up work; these will be dealt with on an individual basis.

CADET EVALUATION DUE DATES

1st quarter
2nd quarter
3rd quarter
4th quarter

Dear Cadet Supervisor:

Just a note to review attendance procedures with you, since we are starting a new quarter/semester.

A. If a student is absent, please record such on her time sheet in ink.

14	(1) ab--c	
15	(2) ab--nc	
16	(3)	4 hours signature
17		
18		

B. If she called, record a "c" (1); if there was no call to tell you she would be absent, record an "n c" (2).

Students are required to call whenever they will be absent. Such is reflected in their center grade, so accurate recording is of extreme importance. If you do not wish the student to call you, she is to call me at school by 8 a.m.

C. For each day's absence, one hour make-up must be completed (except for students with three periods of class, they will complete three hours of make-up). If you do not have an assignment to give the student for make-up, tell him to see me.

Make-up work is to be completed outside of the regularly scheduled daily classwork experience.

Please be sure to record all make-up work on the student's time sheet and sign such (3). If attendance and make-up are not recorded accurately, it is near impossible for me to give an appropriate quarter evaluation grade.

D. Whenever the student has had her third absence, please telephone me at Taft High School (996-2115) and leave a message to that effect.

I shall be visiting each school during each quarter. If you have questions that cannot wait, please feel free to call me at school. I am almost always available from 8:00 a.m. to 8:30 a.m.

Duane Ticknor
Career Education Coordinator

CADET TEACHING
SERVICE OCCUPATIONS
TRAINEE TIME SHEET

TRAINEE'S NAME _____
QUARTER 2nd YEAR 1978-79

TAFT HIGH SCHOOL
996-2115 or 2801
D. Ticknor

TEACHER _____
CENTER _____

DATE	INITIALS	MAKE-UP	DATE	INITIALS	*MAKE-UP	DATE	INITIALS	MAKE-UP
11/13			12/11			1/8		
11/14			12/12			1/9		
11/15			12/13			1/10		
11/16			12/14			1/11		
11/17			12/15			1/12		
11/20			12/18			1/15	EVALUATION WEEK	
11/21			12/19			1/16	CADET	
11/22			12/20			1/17	EVALUATION	
11/23	THANKSGIVING		12/21			1/18	DUE!!	
11/24	VACATION!!!		12/22			1/19	RECORDS DAY	
11/27			12/25	CHRISTMAS				
11/28			12/26					
11/29			12/27	VACATION!!!				
11/30			12/28					
11/31			12/29					
12/4			1/1/79					
12/5			1/2	BACK TO SCHOOL!!!				
12/6			1/3					
12/7			1/4					
12/8			1/5					

Make-up time space is to be completed by supervising teacher whenever make-up time is completed. When extra time is put in either at center or doing something on your own time.

EVALUATION STANDARDS

- Excellent-----Student completes all assigned work, going beyond the basic requirements of the course and displays exceptional competency and insight in the skills and concepts involved.
- Good-----Student completes all assigned work and displays better than average competency and insight.
- Average-----Student completes assigned work in an average manner and displays improvement in gaining competency and insight.
- Barely Passing-----Student fails to complete all assigned work and displays little interest in gaining competency and insight.
- Failing-----Student often fails to complete assigned work and displays no evidence of improvement in competency or insight.

TAFT HIGH SCHOOL
SERVICE OCCUPATIONS SUPERVISOR EVALUATION

1 2 3 4 Quarter 19 _____

Student Name

Supervisor

School

Please complete Parts One and Two of this evaluation. Part One relates to work habits, which apply to most working environments. Part Two is a skill evaluation, based on student goals.

List goals that have been met this quarter. Please include goals set and the degree to which they have been met.

PART ONE

PART TWO

WORK HABITS

COMMENTS

SKILL DEVELOPMENT

Initiative

Attendance/Punctuality

Appearance

Cooperation

Judgment

Quantity of Work

Quality of Work

Other Comments

Signature of Supervisor

SERVICE OCCUPATIONS
CADET TEACHING

CADET'S NAME _____

SUPERVISOR _____

SCHOOL _____

SELF-EVALUATION

Circle Evaluation Week(s): 9/06--11/10
11/13-- 1/18
1/18-- 4/06
4/10-- 6/?

DUE DATES: SELF-EVALUATION PAPERS ARE DUE BY 7:45 ON THE LAST DAY OF THE
EVALUATION PERIOD!!!

A. 1. What types of activities were you involved in during this evaluation period? Check () those for which you did the planning and/or organizing.

2. Evaluate your work with specific facts.

B. 1. What problems did you encounter? (Behavior, resources, time to talk to the teacher, etc.)

2. How did you try to handle such problems? Were you successful?

C. Evaluate yourself by writing a factual statement about each of the following areas:

1. Dependability/judgment:

2. Ability to follow directions:

3. Initiative/quality of work:

D. Evaluate yourself according to the goals you set at the beginning of the grading period. Did you meet them? What evidence do you have of meeting them?

E. Attendance:

1. Number of absences for this evaluation period. _____

2. Number of hours made up. _____

F. Comments:

EXPLORATORY WORK EXPERIENCE SITE INFORMATION

Name of Business _____ Phone _____

Date _____ Student(s) Date(s) _____

Supervisor's Name _____

Contact Person _____

Type of Work _____

Hours _____ to _____ Arrival Time _____

Lunch _____

Dress Code _____

Special Skills Required _____

Other _____

Student Assigned: _____

_____ Address

SIGNATURE OF BUSINESS REPRESENTATIVE _____

ADDRESS OF BUSINESS _____